

LLT 895

Fall 2009

Lesson Plan 3, Current Events- Surveillance Cameras in the United States

Population: Advanced ESL learners from the greater Lansing area

Time: 2 hours

Objectives: Students will be able to use vocabulary relating to a TV clip and two radio broadcasts; listen for details in a radio broadcast; identify and organize ideas about the advantages and disadvantages of surveillance cameras from a radio broadcast; and think critically about the pros and cons of surveillance cameras and discuss both sides.

Materials: PowerPoint, blackboard, handouts A thru G (activities 1 thru 7),
(<http://www.trutv.com/video/most-shocking/no-child-left-behind.html?link=truTVshlk>),
(<http://www.youtube.com/watch?v=adHfECVdSBs>),
(<http://www.npr.org/templates/story/story.php?storyId=4968501>),
(<http://wkar.org/morningedition/story.php?storyid=1373>).

Procedure:

2-3 minutes. Whole class discussion. The students will not be told the topic or the objectives ahead of this first schema building exercise. They will be shown a picture of five surveillance cameras (some of which do not look like cameras) and be asked what they think they are. Images are from google.com (search *security cameras*), except the pen which is from <http://popular.ebay.com/ns/Cameras-Photo/Camera-Surveillance.html>.

10 minutes. Handout A, activity 1. Students will have two minutes to brainstorm with a partner at least five places that surveillance cameras are used, listing them on the handout first and then writing them on the board. The places will be discussed by the whole class, and then the teacher will reveal his/her prepared list for comparison and any further discussion.

5 minutes. Handout A, activity 2. Students will be paired up and facing each other, with partner A able to watch the truTV clip (without sound) and partner B not able to see it. The A partners will describe what they see happening in as much detail as possible to the B partners, and the B partners will take notes. The A partners should include what the man forgets at the end. Then the whole class will have a quick discussion of as many details as the class can remember and/or has notes on.

5 minutes. Handout B, activity 3. Everyone will receive either a sentence with a blank or a word or phrase from the truTV clip. They will walk around the room talking with their classmates until they find the person with the sentence or word or phrase that fits with theirs.

15 minutes. Handout C, activity 4. Students will work with their partners on a cloze of the truTV video clip, and then watch the video with sound and check their work. The teacher will lead a class discussion for a final check of their answers, by asking the students for the correct word or phrase, and then asking the pair that originally had that word or phrase to explain the meaning, discussing further as needed.

1 minute. Students will view a very short youtube video, strictly for comic relief.

3-5 minutes. The whole class will preview a few vocabulary words from the NPR radio broadcast.

9 minutes. Handout D, activity 5. Students will listen to the NPR radio broadcast and take notes on the disadvantages and advantages of surveillance cameras.

15 minutes. Handouts D and E (the broadcast transcript), activity 5 (continuation). The students will have an opportunity to read the NPR transcript in order to write more notes on the chart if they missed anything, as well as to underline any unknown words, the meanings of which will be discussed by the whole class. Then they will get into groups of three or four and decide as a group which three disadvantages and three advantages (or counter-arguments to the disadvantages) of surveillance cameras are the most important, and circle those items. They should not write in the narrow columns yet.

15 minutes. Handout F, activity 6. Students will read sentences from the WKAR broadcast and write short definitions in their own words of the underlined vocabulary words in the sentences. Then the whole class will discuss the meanings of the words.

10 minutes. Handout G, activity 7 (two pages). The students will listen for the titles of the people being interviewed and details about surveillance cameras from the WKAR broadcast. The class will review the correct answers together.

30 minutes. Handout D, activity 5 (continuation). Students will get into groups of four and add two more arguments for each side of the debate from the WKAR broadcast and/or of their own to the chart. Then they'll have 5 minutes to prepare an assigned position to debate (pro or con). Each team member will speak for one minute, except the last person from each team who will speak for two minutes. While they're listening to their classmates, they write down any ideas that they did not already have on their chart, and put an X next to any mentioned that they did already have on their chart.